12 May 82

To: "Twilight" Committee

From: J. Spencer J Spencer

Subject: Revised Recommendations

Here are the Recommendations we discussed in their revised form. Please examine them to see if anything has been omitted or if there are any errors.

Many thanks.

RECOMMENDATIONS

There should be ongoing monitoring of the minority situation at Middlebury. This will not be successful unless the President and members of his staff revitalize it annually on the basis that racism in any form is intolerable. The Provost and the Dean of the College should be in charge of assuring the College's annual recommitment to minority concerns and submit an annual report to the President.

The Administration with whatever outside help is necessary, should heighten the College community's awareness of the minority situation here through orientation programs for all College employees--administrators, faculty and academic and non-academic staff.

I. Minority Recruitment and Financial Aid

The College must reaffirm its commitment to enrolling minority students--both the low income and educationally disadvantaged as well as the most qualified minority candidates. It should expend more energy and funds and use more people to do so. In addition, it should undertake a survey of attrition among minority students here since the effort to recruit minority students began. This would include the number of minority students applying, the percentage of acceptances, the SAT/High School performance of minorities, non-minorities, and "special admits," the academic performance of minority students and their drop-out percentage compared to other students.

The College's membership in the New England Consortium of Black Admissions Counselors is extremely important and should be continued. The College should investigate the possibility of joining similar organizations that could be helpful in recruiting minority students.

The College, however, must expand its recruiting efforts by:

1. Intensifying and systematizing efforts to use Alumni/ae Admissions Committees and Summer School faculty and students;
2. Continuing to use Middlebury students to help with minority recruiting during Winter Term;
3. Contacting Black social groups (e.g., Jack and Jill) about possible candidates; and
4. Inviting high school counselors to Middlebury on an annual basis with all their expenses paid.

In examining the various criteria for admissions--curriculum, grades, class rank, motivation and SATs and Achievement Tests--we should view the last two as a function of each student's socio-economic and educational background (Amherst has gone so far as to announce this as a change in its admissions policy). Student motivation should still be the most important criterion. In addition, the College should:

1. Do away with "minority/poverty" classifications for Black and Hispanic applicants;
2. Add a question to our application form asking applicants if they wish to be given specific consideration as minority students to avoid inadvertently including students in the minority group who do not wish to be given special admissions consideration; and

3. Obtain more personal information through high school guidance counselors or alumni/ae contacts for each minority student who has decided to come to Middlebury. This will ease the transition into life here.

The Admissions Office should also:

1. Continue to publish the minority student pamphlet. However, it should be updated every two years and should be circulated as widely as possible: to high school and guidance counselors--using our present contacts, alumni/ae, parents, and faculty contacts as well as private counseling firms, corporations and foundations.
2. Not use the recruiting film in Black schools.
3. Be sensitive to the minority situation at Middlebury in the making of any new recruiting film.
4. Hold an orientation program for the present admissions staff (including the Director) and any new members that would alert them to the needs and interests of prospective minority applicants. This should be repeated every two years.
5. Encourage non-minority admissions personnel to spend more time recruiting minorities. It should be made clear that recruiting minorities is the responsibility of all the Admissions staff not just that of the minority staff member.
6. Interview minority candidates whenever possible either on campus or with an alumni/ae representative.

Continued

7. Employ a minimum of one minority representative as an Admissions staff member (i.e., as an Assistant Director of Admissions or higher position). This should not preclude the hiring of another minority person should a vacancy occur.

The College must also increase the minority financial aid budget--to keep up with ever-increasing costs and to enroll more minority students. In addition, it should:

1. Continue to maintain a separate financial aid budget for minority students;
2. Create specific minority scholarships (cf. Colby College's Ralph Bunch Scholarships); and
3. Be aware of the financial situation of minority students in establishing a breakdown between loans and grants. The point here is to avoid burdening a minority student with a large loan or with other financial obligations that will require him or her to work many hours a week to stay afloat financially.

Finally, the College should continue its annual minority weekend in January and should consider a campus enrollment weekend for accepted students in the spring.

II. Pre-Enrollment Program

The College should make this a permanent part of the annual calendar, scheduling it for three weeks to end on Friday before "Freshman Week" each year. Adequate teaching and living space should be reserved for this program annually; summer school plans and logistics should accommodate it. In addition:

1. This Program should continue to be open to all members of the incoming Freshman class. It should contain a balance between minority and non-minority students.
2. No more than three disciplines should be covered during the program. They should be joined by a common theme and staff and previous participants in the Program should be asked for suggestions for it.
3. There should be stronger integration among the various components of the Pre-Enrollment Program. For example, emphasis on note-taking during the lectures could be related to the Study Skills course and, if a short research paper is required, the writing skills teacher could check students' grammar and style. In addition, student assistants could check the students' lecture notes for clarity and organization.
4. The role of the student advisers should be expanded and planning with them should begin earlier than it did this year.
5. The outings should be continued.
6. Financial aid students should continue to attend the Pre-Enrollment Program free of charge. Others should have to pay for their books and board.

Seminar Component

1. This component should be continued with no fewer than two professors involved. One of the professors should be designated the coordinator of the seminar, responsible for developing the basic theme for it (see 2 and 3 above). Student assistants with knowledge of the subject matter of

2. The Administration should conduct annual sessions, preferably early in the fall semester, with appropriate department chairpersons regarding their plans to recruit minority faculty.

In addition, the College should:

3. Start a program of visiting minority professors: for Winter Term, a single semester or for the full academic year. Conceivably, the College could recruit more than one minority faculty member for, say, a Winter Term course. This would provide an opportunity for the Institution and the potential candidate to get to know one another.

4. Establish a lecture series, centering on an interdisciplinary theme that would be staffed by visiting minority professors. Foundation or other outside funding could be sought for this program and for full-time visiting minority faculty. The College should be prepared to offer a higher salary to a minority faculty member--despite the local political problems involved.

5. Hire minority faculty as leave replacements and as summer school faculty members.

6. Inform Department chairmen to alert their departmental colleagues--and if possible those in other departments--to use their contacts to obtain the names of qualified minority candidates.

7. Make minority appointments more appealing to prospective candidates by allowing reduced teaching loads for minority faculty fresh from Graduate School who had not completed their dissertations.

8. Obtain new minority PhD lists from national professional associations.

9. Make the attraction of minority candidates more appealing to departments by authorizing an above--component addition for minority appointments.

10. Establish permanent contact with various professional black academic associations, e.g., Association of Black Economists, Association of Black Historians.

11. Establish and maintain contacts with graduate departments at the major black universities, e.g., Atlanta University and Howard University as well as using minority publications--e.g., The Black Scholar--as recruiting tools.

9. Be represented in the New England Black Studies Conference through the membership of a faculty member or appropriate Dean.

10. Initiate and support an annual orientation for faculty as well as Administrative departments, including Building and Grounds, Campus Security, Food Services, and Health Services, about minority student life at Middlebury. There should be an annual report about the previous year's program given at one of the earliest faculty meetings in the fall semester.

IV. Curriculum

The College should add a Minority Studies concentration to the curriculum. This would have a "core" and two tracks, one black and the other Hispanic. The first would concentrate on the Black experience and would be composed of two terms of Black History plus courses in African History, Black Literature, Ethno-musicology, translations of Franco-phonic African Literature and courses including materials on African Art, Black American Religion and Minority Psychological issues in America. The Hispanic track would include courses on Latin American culture and society, Native Peoples of South America, and Latin American and Spanish Literature in translation. The Committee had further recommendations in specific departments as follows:

American Literature

- o A Black literature course should be taught every year.

Art

- o Black art should not be studied as a separate movement, but Black artists should be included in the studies of American art.
- o In addition, AR 311 (Ancient Art) should include studies of African Art.

Economics

- o The Economics Department should sustain its commitment to Black-related course material, continuing to offer two courses, EC 360 (Urban Economics) and EC 430 (Inequality and Poverty) which deal specifically with Black concerns.

Economics, continued

- o Materials relating to the Black economic situation in America should be included in Introductory level courses.

French

- o The Department should continue its emphasis on Franco-phonic African materials both in film and in literature. It should offer more courses like last Winter Term's abortive Franco-phonic African Literature in translation--and give them adequate publicity.

History

- o The History Department should include more American History materials written by black historians.
- o The Department should offer two Black History courses. To relieve pressure on the staff, these could be taught in alternate years.

Music

- o The Department should offer a course in ethno-musicology.
- o The Department should include more coverage of Blues, Gospel and Jazz in its course offerings. There should be a jazz performer in residence like the visits of the Elysian Trio and John Cage. In addition, outside instruction in jazz should be available to students.

Political Science

- o The Department could strengthen its commitment to minority-related course materials with a course that would examine the attempts of Black Americans to affect American political processes.

Political Science, continued

- o Minority political concerns could be added to courses like PS 310 (Political Parties and Interest Groups) and PS 208 (The Politics of the U.S. Congress).

Psychology

- o The Department should add more materials relating to minority psychological issues in America to the appropriate courses.

Religion

- o Materials dealing with Black religious thought should be added to departmental offerings. If the department has sufficient staff, a course on the American religious life should be added that would deal with minority religions.

Sociology/Anthropology

- o This Department should maintain and, if possible increase, its current level of commitment to the study of minority-related issues.

Spanish

- o Courses on Hispanic culture and literature should be offered in English.

Theater/Dance/Film

- o TH 226 (American Drama), which is not an annual offering, should contain materials by Black playwrights.

Library

- o The College Library should obtain bibliographies from other colleges and universities that have Black Studies Programs to make sure that Middlebury has at least the basic bibliographic materials in Black Studies.

Library, continued Continued

- o The Library staff should work closely with the students in charge of the BSU Library, helping them in purchasing, assisting them to avoid duplication, and in making materials in the BSU Library available to all students.
- o Black Studies' holdings, especially those in Art, Music, the Performing Arts and Psychology, should be increased. Black Studies holdings in all areas should be kept as current as possible.
- o Departments should be urged to prepare minority bibliographies. Department chairmen should put a professor in charge of this who will have the responsibility of seeing that minority aspects of the particular discipline were adequately represented in Library acquisitions during the year.
- o The President should appoint a senior faculty member to work with the Librarian to oversee the various departmental acquisition programs.

V. Minority Student Life

Black Student Union (BSU)

The BSU should:

1. Have two advisers, one from the Dean of Students Office plus one faculty adviser and should review its purpose and programs with these two advisers at least once a semester.
2. Work with the Dean of Students Office and established College programs (such as the Counseling Service, CC&P and department heads) to establish a support network for minority students.

3. With the College, [redacted] seek foundation and other outside funding for minority cultural events.

4. Give more publicity to its interests and objectives. It should advertise in The Campus and on WRMC and seek to reach the student body through other forms of communication and maintain communication with the major student organizations to attract their support, and work with MCAB, Winter Carnival and other organizations that plan activities for the entire campus. And it should continue to co-sponsor as many events as possible.

5. Address the problem of race relations in its speakers and films.

The Dean of Students Office:

1. Must make sure that orientation for Junior Counselors and House Directors contains a discussion of the minority situation at Middlebury. Former JCs and House Directors should share their experiences with their successors during this orientation. In addition, there should be an ongoing program of student awareness of minority issues through student workshops in the dormitory. The Dean of Students Office with the Counseling Service would coordinate this.

2. Should seek, through interviews and the use of student advisers, Junior Counselors and House Directors, to obtain early identification of any academic or personal problems among minority students, especially freshmen and "risk" students.

VI. Minority Alumni/ae

With the help of the Development Office, a committee composed of the BSU President, Minority Alumni Association members and Development Office representatives should be created which would locate minority alumni/ae and identify their interests. To help develop this alumni/ae group, the Committee further recommends that:

1. An article in the College Newsletter ask minority alumni/ae to contact the Development Office.
2. Gatherings be planned for Alumni/ae in Boston, New York and Washington.
3. Prominant alumni/ae be used to strengthen the Minority Alumni Association and the minority development effort.
4. Minority alumni/ae be used for student and faculty recruiting, placement, and counseling.